REVIEW OF EDUCATIONAL RESEARCH VOLUME 71, 2001 AUTHOR INDEX

Abrami, Philip C. See Lou, Yiping. Algozzine, Bob. No. 2, p. 219. Baker, Scott. See Gersten, Russell. Bennett, Christine. No. 2, p. 171. Browder, Diane. See Algozzine, Bob. Cameron, Judy. No. 1, p. 29. d'Apollonia, Sylvia. See Lou, Yiping. Davidson, Martin N. No. 4, p. 549. Deci, Edward L. No. 1, p. 1. Deci, Edward L. No. 1, p. 43. Ehri, Linnea C. No. 3, p. 393. Foster-Johnson, Lynn. See Davidson, Martin N. Fuchs, Lynn S. See Gersten, Russell. Gatti, Guido G. See Harwell, Michael R. Gersten, Russell. No. 2, p. 279. Harwell, Michael R. No. 1, p. 105. Hull, Glynda. No. 4, p. 575. Karvonen, Meagan. See Algozzine, Bob. Koestner, Richard. See Deci, Edward L., p. 1. Koestner, Richard. See Deci, Edward L., p. 43. Lou, Yiping. No. 3, p. 449. Lussier, Catherine M. See Swanson, H. Lee. Marfo, Kofi. See Paul, James L. Nunes, Simone R. See Ehri, Linnea C. Paul, James L. No. 4, p. 525. Pitoniak, Mary J. No. 1, p. 53. Roth, Wolff-Michael. No. 3, p. 365. Royer, James M. See Pitoniak, Mary J. Ryan, Richard M. See Deci, Edward L., p. 1. Ryan, Richard M. See Deci, Edward L., p. 43. Schultz, Katherine. See Hull, Glynda. Smagorinsky, Peter. No. 1, p. 133. Stahl, Steven A. See Ehri, Linnea C. Swanson, H. Lee. No. 2, p. 321. Test, David W. See Algozzine, Bob. Van Eck, Edith. See Volman, Monique. Volman, Monique. No. 4, p. 613. Williams, Joanna P. See Gersten, Russell. Willows, Dale M. See Ehri, Linnea C. Wood, Wendy M. See Algozzine, Bob.

REVIEW OF EDUCATIONAL RESEARCH VOLUME 71, 2001 TITLE INDEX

Effects of Interventions to Promote Self-Determination for Individuals With Disabilities. Algozzine, Browder, Karvonen, Test, & Wood, No. 2, p. 219.

Extrinsic Rewards and Intrinsic Motivation in Education: Reconsidered Once Again. Deci, Koestner, & Ryan, No. 1, p. 1.

Gender Equity and Information Technology in Education: The Second Decade. *Volman & Van Eck*, No. 4, p. 613.

Genres of Research in Multicultural Education. *Bennett*, No. 2, p. 171. Gestures: Their Role in Teaching and Learning. *Roth*, No. 3, p. 365.

If Meaning Is Constructed, What's It Made From? Toward a Cultural Theory of Reading. Smagorinsky, No. 1, p. 133.

Literacy and Learning Out of School: A Review of Theory and Research. Hull & Schultz, No. 4, p. 575.

Mentoring in the Preparation of Graduate Researchers of Color. Davidson & Foster-Johnson, No. 4, p. 549.

Negative Effects of Reward on Intrinsic Motivation—A Limited Phenomenon: Comment on Deci, Koestner, and Ryan (2001). Cameron, No. 1, p. 29.

The Pervasive Negative Effects of Rewards on Intrinsic Motivation: Response to Cameron (2001). *Deci, Ryan, & Koestner*, No. 1, p. 43.

Philosophical Foundations of Inquiry. Paul & Marfo, No. 4, p. 525.

Preparation of Educational Researchers in Rescaling Ordinal Data to Interval Data in Educational Research. *Harwell & Gatti*, No. 1, p. 105.

A Selective Synthesis of the Experimental Literature on Dynamic Assessment.
Swanson & Lussier, No. 2, p. 321.
Small Group and Individual Learning With Technology: A Meta-Analysis. Lou,

Abrami, & d'Apollonia, No. 3, p. 449.

Systematic Phonics Instruction Helps Students Learn to Read: Evidence from the National Reading Panel's Meta-Analysis. *Ehri, Nunes, Stahl, & Willows*, No. 3, p. 393.

Teaching Reading Comprehension Strategies to Students With Learning Disabilities: A Review of Research. Gersten, Fuchs, Williams, & Baker, No. 2, p. 279.

Testing Accommodations for Examinees with Disabilities: A Review of Psychometric, Legal, and Social Policy Issues. *Pitoniak & Royer*, No. 1, p. 53.

